

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of problem, purpose of the study, significance of the study, scope and limitation of the study, and definitions of key terms.

1.1 Background of the Study

In teaching and learning process, a teacher should consider the learning materials which are used in the class. Textbook is one of the resources to get learning materials commonly used. Textbook plays a very important role in teaching and learning activity. It is one of the most useful thing in teaching and learning activity. Textbook is a teaching resource which presents the subject matter defined by the curriculum.

Textbook is produced according to the demand of educational institution. According to Aziz (2014:2), Textbooks are a book that are organized systematically and have been selected based on specific purpose, learning orientation and student development. The existence of a textbook gives an impact in supporting teaching and learning activity. Textbook usually in printed form, although nowadays it is also available in electronic form. Although many modern facilities have been used to support the teaching and learning activities such as tape recorder, LCD, cassette, etc. a textbook is still used and have an important role in teaching and learning activity.

A textbook has advantages for both teacher and student. For teacher, it helps the teacher to conduct his or her teaching activity in a classroom. According to Richard (2001:1), the advantages of textbook are (1) providing structure and a

syllabus for a program; (2) helping standardized instruction; (3) maintaining quality; (4) providing a variety of learning resources; (5) being efficient; (6) providing effective language models and input; (7) training teachers; and (8) being visually appealing. For students, textbooks can help them to review what they have done and prepare themselves for what is coming. A textbook itself designed for students to meet their needs. From the explanation above we can concluded that textbooks is one of the important thing in teaching and learning activity.

In teaching English, there are two main skills namely productive skill and receptive skill. The productive skill involves speaking and writing and the receptive skill involves reading and listening. Speaking is the productive skill in the oral communication which has to be mastered by the students. According to Syarifudin (2013), speaking is one of skills in English which focuses on communication. He said that speaking is an essential element when we want interact to other people. Speaking activities can be done if there is at least two people having to meet or without having to meet/face to face such as telephone conversation.

Based on the syllabus, student must be able to master those basic competence such as: (1) expressing and responding suggestion and offer; (2) giving and asking for opinions; (3) expressing hopes; (4) formal invitation letters; (5) personal letters; (6) procedural text in the forms of manual and tips; (7) stating and inquiring actions/activities/events without stating the doer; (8) expressing conditional forms; (9) simple factual academic report about persons, animals, natural and social phononema; (10) analytical exposition texts; (11) simple biographies of famous people; and (12) simple song.

The material has a major contribution to the success of the learning process. We need to think about what material is required to achieve the goal and competencies because good teaching materials will support effective learning. According to Cahyono (2013:16), there are three criteria of a good materials namely the materials should be attractive, using photographs, drawings, charts and colors, the materials should encourage the learners to seek language samples outside the book and outside the classroom, and the materials should encourage learners to use the language in daily life.

Learning materials should be adapted to the students' situation and condition. It means that the material should be actual, based on students grade level and circumstance. In addition, material selection must be associated with student's real life. As mentioned by the Ministry of Education and Culture of Indonesia, one of criteria of speaking material is the topic must be actual (public spotlight).

Besides, the material in the textbook must be contain pictures, illustrations, tables, reference, exercise questions, varied and graded, and summary of each chapter. According to Muslich (2010:302) Pictures, illustrations, or tables are presented clearly, attractive, and in accordance with the topics presented, so the material is more easily understood by the students. In addition, the material in the textbook must be in appropriate with the standard competence and basic competence of a curriculum.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. Curriculum is teacher guidance in teaching and learning activity. The content of

textbooks must be suitable with standard competence of curriculum. In order that the result is appropriate to the purpose. Besides agrees with the curriculum demand, textbooks content also fits with the students need.

Education curriculum in Indonesia has been changed for several times. It starts with Curriculum 1947, Curriculum 1952, Rencana Curriculum 1964 and Curriculum 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994, Competence-based Curriculum (KBK) 2004, School-based Curriculum, and the newest is 2013 Curriculum. The government requires every school in Indonesia to apply this curriculum. 2013 Curriculum is a curriculum that use scientific approach in learning, so that the students will experience, explore, and think by themselves. The competences that are emphasized in this curriculum are attitude, skill, and knowledge. Therefore, the expectation of 2013 Curriculum application is that students are not only good in knowledge but also in moral.

The focus of this analysis is speaking materials in *Pathway to English* textbook and how it appropriate with 2013 Curriculum. The researcher choose *Pathway to English* because this textbook is designed in 2013 Curriculum. On the other hand, the textbook is published by major publisher that is Erlangga. It is important to know whether the speaking materials are appropriate with the students' need.

1.2 Statement of Problems

1. What are the speaking material in *Pathway to English* textbook?
2. How the speaking material appropriate with the 2013 Curriculum?

1.3 Purpose of The Study

1. To describe the speaking materials in *Pathway to English* textbook.
2. To know the appropriateness of speaking material with the 2013 Curriculum.

1.4 Significance of The Study

The researcher expects this research can be useful for:

1. Teacher, to evaluate and determine the appropriate teaching material from a good textbook
2. The writer, to give input to publisher to improve the quality of the material/textbook
3. The reader, to help them to increase their knowledge about speaking material on English textbook *Pathway to English* by Erlangga for the second grade of Senior High School.

1.5 Scope and Limitation

The scope of this study is speaking materials and the limitation is the first grade of Junior High School English textbook *Pathway to English* published Erlangga (2014) based on 2013 curriculum.

1.6 Definition of Keyterms

1. **Textbook** is a book that used in teaching and learning activity.
2. **English skill** is skill in learning English that consist of listening, writing, reading and speaking.

3. **Speaking** is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney in Kayi : 2006).
4. **Material** is anything which used by teachers or learners to facilitate the learning of a language. They can be anything which is deliberately used to increase the learners' knowledge and/or experience of the language (Tomlinson: 2011).

